

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Naylor Middle School

Tucson Unified District  
1701 S. Columbus Blvd., Tucson, AZ 85711

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

**Principal:** Mrs. Alice J. McBride

**Schedule:** 7:30 AM to 4:30 PM

**Web Address:** [setmms.tusd.k12.az.us/~Naylor](http://setmms.tusd.k12.az.us/~Naylor)

**E-mail:** [alice.mcbride@tusd.k12.az.us](mailto:alice.mcbride@tusd.k12.az.us)

**Grades:** 6-8

**2002 Enrollment:** 840

**Phone:** (520) 584-6800

**Fax:** (520) 584-6801

## ∨ School Overview ∨

### Mission

We believe Naylor Middle School should provide successful experiences for each student. We recognize that each child is unique and should be given opportunities to develop and experience a wide-range of intellectual, cultural, social, recreational and civic interests so that each may become a productive and responsible member of society.

### Organization and Philosophy

- w Traditional grade 8
- w Teaching Teams grade 7
- w Multiage Math
- w 3 subject block schedule grade 6

### Instructional Programs

- w Gifted grades 6-8
- w Exceptional Education (MD & MIMR/MOMR)
- w Bilingual Programs grades 6-8
- w English as a Second Language Program
- w High School Credit Algebra
- w Exploratory Courses
- w Multiage Math classes - ability leveled
- w Fine Arts

### School/Academic Goals

- w Cohort scores in district assessments in reading, writing, and math will demonstrate net gains in all areas.
- w Students will increase their AIMS and CCSA scores by at least one point as compared to the last overall assessment.
- w There will be a significant increase in math scores on the Stanford 9 assisted by the placement of students in math by achievement level. (No grade delineation.)
- w Students will become proficient in application of the Six Trait Rubric to be used on AIMS and to attain writing mastery in all subject areas.

### Enrollment

October 1, 2001 School Year Student Enrollment:	808
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	35

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 6 Teacher(s)  
 6 Parent(s)  
 2 Community Member(s)  
 2 Student(s)

### Council Duties

w School Management Plan  
 w Capital Budget  
 w Student Achievement  
 w Parent Involvement  
 w School Safety Issues  
 w Staff Development Issues

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	3.00	Teacher	44.00
Other Professional Staff	5.00	Teacher Aide	12.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	6	2	0	0
10 or more years	14	2	0	0

## ▽ Shared Responsibilities ▽

### School

Naylor maintains high expectations, high support and high academic content for all students in a secure environment. Students are encouraged to focus on excellence by adhering to guidelines as presented in their classes and planning agenda. A sense of school as a family of achievers prevails to enhance cooperative learning strategies and a multicultural and multilingual student body and staff.

### Parents

Naylor expects that parents will help their children to arrive on time for school, rested and dressed appropriately for the school environment. Parents are invited and expected to attend parent conferences and become involved in their children's education. Parents are encouraged to check student homework assignments and review the student planner. Parent volunteers on patrol assure a safe educational environment for all Naylor children.

## ▽ Transportation Policy ▽

Students may walk, ride their bikes or use the city bus system to attend NMS. Only students living on the Davis Monthan Air Force Base or enrolled in bilingual/ESL or Multiple Disabled programs have access to district transportation.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/15/02
<b>Average Daily Instruction Time:</b>	6 hrs. 8 min.	<b>Last Day of School:</b>	5/21/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

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10/21/02	12/20/02	3/17/03	5/22/03
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### Additional Calendar/Report Card Information

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Progress reports are mailed home at the midterm of each quarter. Students may also take home progress reports weekly by obtaining them in the office and giving them to each teacher to complete. Parents and teachers often agree to communicate grades and assignment completion via notes in student planners.

## ▽ Resources Available at School Site ▽

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### Nutrition Programs

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Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

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W Two Computer Labs	W Library
W Distance Learning Opportunities	W Video Taping Facility

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### Extracurricular Activities

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W Sewing	W Adopt-A-School/Business Partnership
W Pep Squad	W Interscholastic Athletics
W Yearbook/Journalism	W Model Car Building
W Girl Talk/Guy Talk	W Leadership Team

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### School/Community Resources

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W Counseling Services	W Health Services
W Afterschool Programs	W Imagine Project/Information Referral
W Wellness Center within attendance area	W Crisis Intervention
W Clothing/Food Banks	W Support Groups

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>w Previously reorganized school math program increased mastery of state standards and student achievement across grade levels.</p> | <p>w Honored 38% of student body on the Honor Roll.</p>   |
| <p>w Increased student achievement scores on the CCSA and AIMS assessments in the areas of Reading and Math.</p>                      | <p>w Overall school increase in student achievement on the Stanford 9 Achievement Test in the area of Language.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	92.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	27.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	4.4 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	14.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.1 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.9 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
State Orchestra Excellence Rating	2001
National Yearbook Award	1999
21st Century After School National Award	1999
National Yearbook Award	2000

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	161	483	37%	22%	34%	7%
	State	57484	504	24%	20%	40%	16%
Writing	School	147	477	27%	41%	33%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	166	442	48%	40%	5%	6%
	State	57734	459	39%	40%	14%	7%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
6	Reading	74	41	53	100	43	54	69	40	53	71	42	54	68	43	56
	Language	79	27	41	100	35	44	66	26	44	72	28	45	71	35	47
	Mathematics	80	44	57	100	43	59	72	43	60	75	45	63	69	45	65
7	Reading	74	43	52	97	42	53	72	44	52	67	37	53	68	37	55
	Language	82	36	52	100	34	54	73	39	54	61	39	55	71	43	58
	Mathematics	77	40	53	98	45	55	72	39	56	66	43	58	65	42	60
8	Reading	74	44	54	100	45	54	71	40	53	57	51	55	63	38	56
	Language	79	30	46	100	33	49	70	31	49	58	47	50	67	34	52
	Mathematics	75	41	52	100	41	54	66	42	56	56	47	58	61	44	59

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 5-6</b>	*	*
<b>Grades 6-7</b>	<b>59</b>	<b>60</b>
<b>Grades 7-8</b>	<b>71</b>	<b>82</b>
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	*Less than 10 students matched	**No information available      ***Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school Impact Team composed of parents, students, community members and Naylor staff has instituted portions of a nationally recognized best practice, the Across Ages Program, in all grade levels with emphasis in the sixth grade. We also have trained members of the staff in the Resiliency Model and have implemented components of this model as well. The Impact Team meets on a regular basis to identify other tangible means of addressing school climate issues.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

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**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▼ Per Pupil and School Expenditures for the 2000-2001 School Year ▼

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$3,406	\$2,761,641
Classroom Supplies	\$21	\$16,974
Administration	\$536	\$434,416
Support Services-Students	\$479	\$388,349
Other Support Services and Operations	\$664	\$538,144
Total Expenditures- All Categories 2000-2001	\$5,105	\$4,139,524

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▼ Contacts ▼

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Claudia Tautfest	(520) 584-6800	
<b>Transportation Policy</b>	D. Davies/K. Fitzgerald	(520) 584-6805	
<b>Community Resources</b>	W. Josephs/C. Branscum	(520) 584-6800	
<b>School Nutrition Programs</b>	Debby Wilson	(520) 584-6800	
<b>Parent Organization</b>	Mary Irwin	(520) 584-6800	
<b>Student Health/Nurse</b>	Ann Fallon	(520) 584-6800	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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